

Chapter 3: Socialization

What is Human Nature?

- * How much of peoples characteristics comes from “nature” (heredity) and how much from “nurture” (the Social Environment, contact with others).
- * What do you think? Create a list of reasons that support nature, and a list that would support nurture. Which list is longer?

Studying Nature vs. Nurture

- * One way that sociologists attempt to answer this question is by studying identical twins who separated at birth and raised in different environments.
- * Other ways include studying children with little human contact; Feral Children, Isolated Children, and Institutionalized Children.

Feral Children

- * These are children assumed to have been raised by animals, in the wilderness, isolated from other humans.
- * 1798, a boy was found in Aveyron, France. Walked on all fours, could not speak, growled and pounced on small animals.
- * If we were untouched by society, would we behave like wild animals? Unable to study feral children, sociologists have studied isolated children.



Isolated Children

- * The story of Isabelle.
- * From Isabelle, we can conclude that humans have no natural language, no instincts to take its place like animals.
- * Without language, there can be no culture, no shared way of life, and culture is the key to what people become.
- * Everyone possesses a biological heritage, but this heritage does not determine specific behaviors, attitudes, and values.



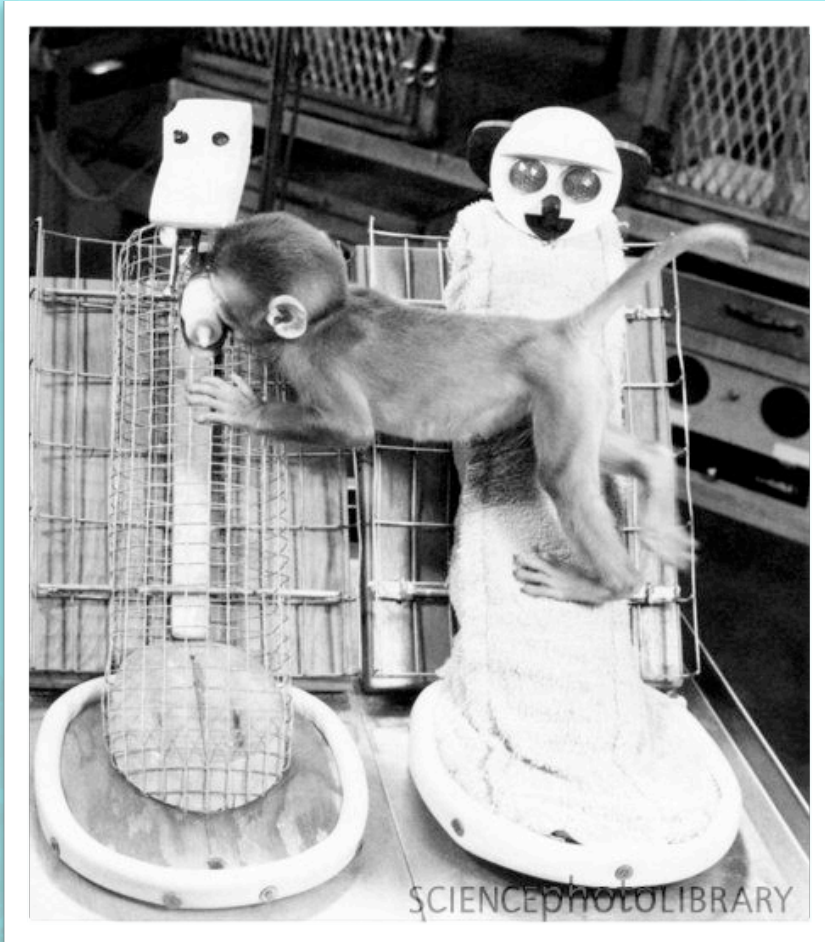
Institutionalized Children

- * Skeels and Dye Orphan Experiment: from this we conclude that “the basic human trait of high intelligence”, actually depends on early close relations with other humans.
- * The story of Genie.
- * Apparently, there is a period prior to age 13 in which children must experience language and human bonding if they are to develop high intelligence and the ability to sociable and follow social norms.



Deprived Animals

- * In a series of experiments with rhesus monkeys, psychologists Harry and Margaret Harlow demonstrated the importance of early learning.
- * Determined that infant-mother bonding is the result of intimate physical contact (cuddling).
- * These monkey's were unable to adapt to regular life and interact with other normal monkeys. 6 month cut off.



What's the point?

- * Babies do not “naturally” develop into human adults.
- * It is through human contact that people learn to be members of the human community.
- * The process by which we learn the ways of our society, through interaction with others, is Socialization

Socialization into the Self and Mind

- * How do humans develop a **SELF**, our image of who we are?
- * How do we develop our ability to reason?
- * Cooley (the Looking-Glass Self)
- * Mead (Role Taking)
- * Piaget (Development of Reasoning)

Cooley, “The Looking-Glass Self”

- * Cooley concluded that human human development is socially created through interaction with others.
- * 3 step process: (1) we imagine how we look to others; (2) we interpret others’ reactions (how they evaluate us); and (3) we develop a self concept.
- * A favorable reflection in the “social mirror” leads to a positive self-concept, while a negative reflection leads to a negative self-concept. Misjudgments become of part of our self-concept. This is a ongoing, lifelong process.



Mead, Role Taking

- * In play, we learn to take the role of others - to understand and anticipate how others feel and think.
- * Children are first able to take only the role of significant others (parents/siblings); as the self develops, children internalize the expectations of “generalized other”.
- * 3 step process: imitation (mimic the gestures and words of others); play (begins at age 3, play the roles of specific people, superman; and games (involved in organized team games and must learn to take the role of each member on the team).

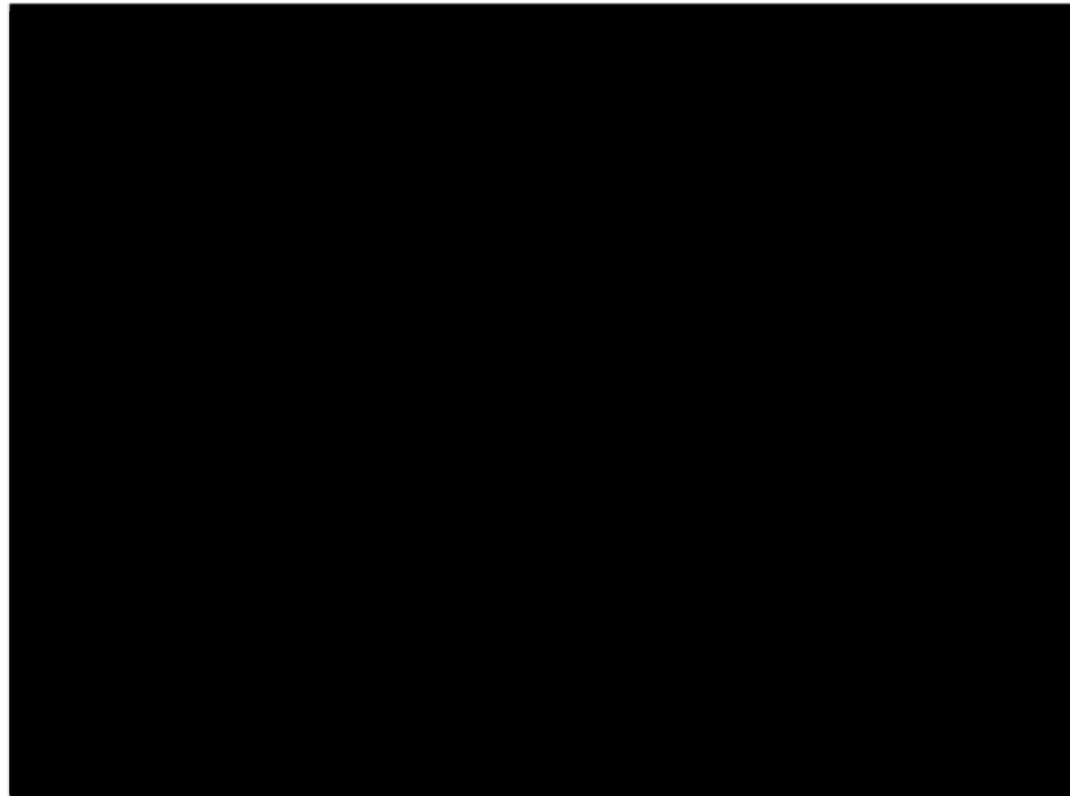
Mead (continued)

- * 2 parts to the Self, the “I” and the “Me”.
- * “I” is the self as the subject, the active, spontaneous, creative part of the self. In contrast, the “Me” is the self as the object, it’s made up of attitudes we internalize from our interactions with others. The “I” monitors the “Me”.
- * Concluded both the self and human mind are social products. We cannot think without symbols, and symbols only come from our society. Like language, the mind is a product of society.

Piaget, the Development of Reasoning

- * Concluded that there are 4 stages in the development of cognitive skills (the skill of thinking).

- * Piagets Stages



Personality, Morality, and Emotions

- * These are vital aspects of who we are, but how do we learn these essential aspects of our being.
- * Freud and the Development of Personality
- * Kohlberg, Gilligan, and the Development of Morality
- * Socialization into Emotions

Development of Morality

- * Ever baby sit a 2 year old? MINE, MINE, MINE!!!
- * Kohlberg's Theory: people go through sequence of stages as we develop morality.
- * Amoral Stage: MINE, MINE, MINE!!!
- * Preconventional stage (7-10): follow rules to stay out of trouble, based on what pleases/displeases parents, friends, teachers.
- * Conventional stage (around 10): follows norms/values of society.
- * Postconventional stage (most don't reach): reflects on abstract principles of right/wrong, and uses these principles to judge behavior.

Morality continued...

- * Carol Gilligan felt that Kohlberg's conclusion did not match her own experience because he tested only boys.
- * She found that females tend to evaluate morality in terms of personal relationships (how their actions will affect others), while males think in abstract terms of right/wrong.
- * Later research did not support Gender differences, Gilligan abandoned her theory, but still interesting to think about.

Freud and Psychoanalysis

- * Believed that personality consists of 3 elements: the “id” (inborn drives for needs), the “ego” (balancing force between the id and the demands of society), and the “superego” (the conscience/moral component).
- * Sociological Evaluation: appreciate the emphasis on socialization, the idea that imposed norms/values restrain our biological drive.
However, object to the idea that inborn/subconscious motivations are the primary reasons for human behavior. Also, angers women!

Socialization into Emotions

- * Paul Elkman concluded everyone experiences **6 basic emotions**: anger, disgust, fear, happiness, sadness, and surprise.
- * Socialization, however, impacts how we express these emotions.
- * Examples: men vs women, Japanese vs Arabs, social class, level of relationship... “norms of emotion”.
- * **TAKE THE QUIZ**

Wrap-up...

- * Although we like to think we are all “free”, our social environment greatly impacts who we are.
- * Think about it, you could do whatever you wanted to do right now. What stops you... your socialization.
- * We all want to belong/fit in, we all want to avoid shame and embarrassment. We do this by following the expectations of society that we have been taught.

Socialization into Gender

- * **Gender Socialization**: The ways in which society sets children onto different courses in life because they are male or female.
- * What types of Gender Messages are sent in the Family?
- * What types of Gender Messages are sent from Peers?
- * What types of Gender Messages are sent in the Mass Media?

Agents of Socialization

- * What is meant by the term “Agents of Socialization”?
- * How have these different “Agents” shaped who you are?
- * How does this compare to older generations?
- * Evaluate the different “Agents of Socialization”.

Resocialization

- * The process of learning new norms, values, attitudes and behaviors.
- * In its most common form, it occurs each time we learn something contrary to our previous experiences, such as going to work in a new job.
- * It can be an intense experience, although it does not have to be.

Resoc... Total Institutions

- * Ervin Goffman used this term to refer to places where people are cut off from the rest of society and are under almost total control of agents of the institution. Examples...
- * **Degradation Ceremony**: Upon entering the institution, the persons current identify is stripped away (head shaving, fingerprinting, uniforms, etc)
- * Very effective in isolating people from the outside world/information. Uses rewards/punishment to shape new behavior.

Basic Training

NATIONAL GUARD 



Socialization through the Life Course

- * Life Course: the stages of our life as we go from birth to death.
- * The sociological impact is that we think/behave differently depending on what stage we are in.
- * Think about it... a 35 year old with a family and mortgage is going to behave differently and worry about different things than a freshmen in college.
- * Also, the experiences in each stage are not universal, your social location distinctly shapes each experience.

Socialization through the Life Course

- * **Childhood** (birth to age 12) - definition has changed over time and is based on a society to define them.
- * **Adolescence** (ages 13-17) - social invention due to the Industrial Revolution (didn't need to work on the farm) and Education - in tribal societies this is defined by an initiation ceremony
- * **Transitional Adulthood** (ages 18-29) - modern concept and a new life stage - go to college and postpone adult responsibility - may move home & may ease into adulthood (full-time job, marry, buy a house, acquire debt, etc...)

Socialization through the Life Course

- * **The Middle Years** (ages 30-65)

- * The Early Middle Years (30-49)= may divorce, have kids etc.

- * The Later Middle Years (50-65) = health issues and mortality becomes clear - parents may die or need care - many enjoy this time (bigger house/job security/retirement)

- * **The Older Years** (ages 65 +)

- * The Early Older Years (mid 60s)= many work, but may feel time is catching up

- * The Later Older Years (75+)= grow frail and ill - ends with death

Prisoners of Socialization???



NO